

COURSE OUTLINE



COURSE NAME: The Effective Manager	COURSE NO: INMA 510
TERM: Fall 2012	COURSE CREDITS: 3 credits
INSTRUCTOR: TBD E-mail: Phone: Office:	INSTRUCTIONAL HOURS PER WEEK: 20

COURSE PREREQUISITES:

None.

COURSE DESCRIPTION:

The course seeks to investigate a range of contemporary management attributes and skills. The choice of specific attributes and skills will be influenced by the students themselves, but may include some of the following issues: leadership, teambuilding, communication, consultancy skills, negotiation and influencing, giving and receiving feedback, presentation skills, interviewing skills, media handling, critical thinking, creative thinking, mentoring and coaching. Models and competence frameworks for management and leadership are analyzed and applied. The concepts behind models of management learning processes are investigated. Practical self-development and self-diagnostic tools, including an understanding of continuing professional development are utilized.

REQUIRED TEXT and OTHER RESOURCES:

Students are required to purchase specific articles, cases and online assessments as part of this course. These vary each term and will be provided on the first day of class.

Specific chapters of the following text will be required:

Nahavandi, Afsaneh (2011) *Art and Science of Leadership* (6th Edition) Prentice Hall
Chapter 1 & 6 ISBN-10: 013254458X

Reading references are suggested and where appropriate, supporting material will be issued by the instructor. Many more texts are available and students are strongly advised to undertake their own research in order that they make an individual, original and critical contribution to the course.

Sample recommended readings include:

Quinn, Thompson, and St. (2010) *Becoming a Master Manager: A Competing Values Approach*, 5th Edition ISBN-10: 0470284668 | ISBN-13: 978-0470284667

“ Personal Mastery”, Senge, *The Fifth Discipline* (pg. 139 – 173)

“ Pathway Two: Purpose Mastery, Leadership from the Inside Out”, Cashman (Pg. 63 – 82)

The Spirit and Discipline of Organizational Inquiry, Goldberg, article, (Pg. 2 – 7)

“ Give Me a Lever”, The Fifth Discipline, Chapter 1, (pg.3-16)

“Does your Organization have a Learning Disability?”, The Fifth Discipline, Chapter 2 (pg. 17-26)

Emotional Intelligence, Golman, Bloomsbury

COURSE FORMAT:

This course will be delivered in a condensed and accelerated format. Students will be required to attend either three, two-day weekend seminars or two, three-day seminars depending on the term.

Classes will actively encourage student participation, via discussion, role-plays, management simulation exercises and student presentations. It is an experiential course and students will need to reflect on and analyze their own roles and experiences.

Fourth hour activities:

A fourth hour of instruction is delivered a variety of ways which may include: on-line instruction, small group meetings with faculty, etc. Students are required to participate in the following fourth hour of course content and activity:

- Case preparation individually and in teams
- Online personal assessments
- Research of relevant information through print and online resources
- Conferences with the instructor(s)

Expectations as to home or on-line work:

This course requires students to arrive having done a considerable amount of research, completion of exercises and specified reading. Students are expected to meet outside of class with group members for case and project work.

A structured mixture of personal self-reflective assessment tools, personal learning exercises, case studies and videos, followed by class discussion and case study work, will form the delivery vehicle to enable students to develop the necessary knowledge, understanding and skills to meet the learning outcomes.

The course website on Moodle will provide a detailed schedule of activities, deliverables and updates. Topics, readings, forums, assessment tools, cases, and links to relevant material will be posted for each class on moodle. Grades and communication with fellow students and the instructor will also be provided online. Any preparation necessary for class will be communicated via Moodle and the course outline. All materials, unless communicated otherwise, will be available on Moodle for students to download as needed.

COURSE OUTCOMES:

The purpose of this course is to enable students to assess their current professional situation, identify barriers to success and develop a clear action plan for moving forward and achieving their professional business goals. Throughout the course the emphasis is on creating self-awareness and providing tools for enabling personal and professional learning and growth.

The aims of this course are to advance the students' understanding of the changing context of management and to develop a range of intellectual, social and practical skills required to undertake managerial work in this context.

Successful students will have a knowledge and understanding of:

1. a range of management attributes and skills and their application contexts;
2. models of competence frameworks for management and leadership;
3. the concepts behind management learning processes;
4. continuing professional and personal development.

SPECIFIC STUDENT OUTCOMES:

Upon successful completion of this course, students should be able to demonstrate competence in the following abilities and skills:

ABILITIES	LEARNING OUTCOMES	LEVELS*
COMMUNICATIONS	C1. formulate well structured, researched and developed arguments responding to questions, observing academic standards of grammar, spelling and referencing.	4 → 6
	C2. communicate effectively orally and in writing	4 → 6
	C3. undertake effective presentations using appropriate, practical and visual media;	5 → 6
	C4. use initiative and independence in study and application.	4 → 6
ANALYSIS AND DECISION-MAKING	A1. draw on self-reflective experience during the course (as well as any relevant external experience from working) and integrate it with their learning about theoretical concepts derived from lectures and reading, to show their personal learning in relation to management practice;	4 → 6
	A2. critically evaluate a range of management attributes and skills in their own context;	4 → 6
	A3. assess their own strengths and weaknesses and reflect on their own learning and the contributions they can make in the development of others;	5 → 6
	A4. undertake research in the field of effective management from academic resources as required by assignments and by course participation and reference appropriately;	4 → 6
	A5. Critique and summarize leading management and leadership articles, approaches, techniques and strategies;	4 → 5
SOCIAL INTERACTION	S1. examine their own learning processes, reflect on their own learning and plan for their personal development;	3 → 6
	S2. develop appropriate management and strategic skills;	3 → 6
	S3. demonstrate an increase in emotional intelligence when interacting with team members	3 → 6

CITIZENSHIP, SUSTAINABILITY & GLOBAL PERSPECTIVES	G1. demonstrate their understanding of how global and organisational contexts affect the skills and competencies demanded of managers, and therefore management practice.	4 → 5
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*See Faculty of Business – Our Commitment to Assessment and Constructive Feedback for description of the six “Levels” of Comprehension.

EVALUATION PROFILE:

Assessment	% of Final Grade	Individual/ Group	CAPabilities Assessed			
			Communications	Analysis & Decision Making	Social Interaction	Citizenship, Sustainability & Global Perspectives
Group Management Presentation	20	G	5-6	4-6	5-6	4-6
Management Book Evaluation and Summary	30	G	3-5	5-6	3-6	4-6
Written Report (1500 words)	50	I	5-6	5-6	NA	5-6
Total	100%					

COURSE ASSESSMENTS

Group Presentation

The first component is a group presentation. The exercise will be carried out in groups of approximately 5 people. The purpose of the exercise is to demonstrate:

- creativity in interpreting and presenting the exercise
- ability to organise yourselves and your material well and appropriately
- skill in addressing and communicating the issue presented
- impact in using the short time available to good effect in making your point

Each group will have precisely 15 minutes to present their case as well as a few minutes preparation time beforehand and a few minutes afterwards for any questions. You should have an initial brainstorm to raise ideas about ways of presenting at an early stage, to avoid last minute crises. You may use any appropriate medium/exercise to get your point across. We would like you to avoid using formal teaching style presentations and to use your imagination/creativity! All members of the group must be involved in the activity. Credit will be given for originality in communicating a serious message in an entertaining way which has impact.

You will be assessed using the assessment sheet which contains the criteria set out below.

Presentation topic:

Using an appropriate medium, make a learning point about effective management, which can be summed up in one sentence. You have 15 minutes to make your point

Effective Manager Presentation Assessment Forms

The following provides a list of the kinds of skills/aspects on which your presentation will be assessed. At postgraduate level all criteria are important and a creative and original presentation that communicates a message about the complexity of effective management and that involves the audience, will need to address all of the following aspects, each one being weighted equally.

- *Content and Quality of Argument (e.g. accuracy and relevance; clarity of argumentation/explanation; currency of information; level of interest; level of independent research)*
- *Planning/Organisation of the Material (e.g. evidence of prior planning; logical order of the content; introduction/ summary/ conclusion)*
- *Linkage/Signposting (e.g. the use of signposting and frames; explicit linking between different parts of the presentation)*
- *Use of Language (e.g. is the language grammatical; well-articulated and understandable by others; is it audible)*
- *Use of Body Language (e.g. appropriate use of gestures; facial expressions; eye contact; posture; personal appearance)*
- *Support materials (how appropriate are the materials for supporting the delivery of the content; how well are they used? OHTs, handouts, Power point)*
- *Use of time (e.g. how well is the presentation timed and paced?)*
- *Group functioning (e.g. how well are the roles defined and executed; how cohesive and coordinated does the group present itself?)*
- *Audience (e.g. interaction with the audience? How well is the audience's interest held? What responses did you get from the audience)*
- *Response to questions (e.g. how well does the presenter respond to questions put to him/her?)*
- *Overall impression (e.g. how does the entire presentation hang together/ present itself?)*

A copy of the assessment form will be posted on [moodleedel](#).

Management Book Evaluation and Summary

The assessment requires your team to choose, read, summarize, analyse, critique and present the key learnings from one of the current management books provided by the instructor. Your task is to extract and explain the most important **KEY CONCEPTS** in the book and relate them to what you have learned about effective management. Describe your insights and learning, also include a critique and evaluation of what you read.

You may choose an alternative book, subject to approval by the instructor.

See model for the criteria for evaluation of this assignment and a current reading list.

Written Report

The written report component is an individual written self-reflective report of 1500 words and action plan. The purpose is to demonstrate your learning about yourself in relation to the competencies managers require to be effective. You will prepare a report of around 1500 words, which represents your own reflective review of your personal learning during the course, and which demonstrates your understanding of the complex nature of managerial work in the context of a rapidly changing work environment. **This will be carried out individually.**

See moodle for detailed evaluation criteria, requirements and direction for your report.

Please list your references in Harvard format. Guides to Harvard referencing are available on moodle.

ATTENDANCE at all classes is expected on this course. This will be monitored. Due to the accelerated delivery, failure to attend will not only compromise your own achievement but that of others, since much of the work is group based.

COURSE CONTENT/SCHEDULE:

WEEK	TOPICS	NOTES	Exercises, Homework or Assessments – See Moodle
1.	Introduction to the Course	Scene setting, supporting materials, assessment and guidance	Team formation Belbin Team Types
	What is Management? What is an Effective Leader? Leading vs Managing	Defining what is meant by leadership, and the differences between managing the individual and teams Tools to manage performance	Practical discussion – reflecting on practice. Nahavanti Chapter 1 Case: Leadership in Action Dutch Leader Shakes up Procter and Gamble
	Entrepreneur vs Manager	Career plan discussion	Discussion and practical exercise
	Interpersonal Skills: Communication Coaching Mentoring	Communication, listening and interpersonal dynamics, feedback	Peer Assessment (inc. Bales' IPA) Exercise setting
	Decision Making and Problem Solving	Dealing with issues – decisions and problems Understanding resistance	Practical exercise – making a decision
	2.	Strengths based leading Values, attitudes and beliefs	Understanding your strengths. Appreciative inquiry Impact of beliefs on results
Self Management & Emotional Intelligence		Understanding emotions and locus of control	Practical exercise and discussion – reflection on using Bales and Belbin
Personal Organisation, Goal Setting, Managing Energy		Procrastination and time management	Assessment of current reality Goal setting exercise.
Stress Management		Identifying and dealing with stress in self and others	Practical Exercise and Discussion
Relationship Development and Management Trust & Intuition		Leader member exchange Situational leadership	Case: Leadership in Action The Caring Navy Commander Nahavanti Chapter 6
3.		Delegating, engaging and empowering	Benefits, Challenges & Strategies
	Leading Teams Embracing Change	Team requirements Judging vs learning Learning and growth Overcoming resistance	Practical Exercise and discussion
	Entrepreneurship and Creative Thinking	Staying competitive, thinking outside the box. Looking for opportunities	Long term career vision
	Meaningful Work	Self Context	Readings and exercises
	Ethics & Integrity Global Responsibility	Sustainability leadership	Readings and exercises

UNIVERSITY POLICIES

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

In addition to the policies of the university, the Faculty of Business has the following policies governing the management of our classes and curriculum.

FACULTY OF BUSINESS POLICIES

Attendance: Regular attendance and punctuality are both essential and expected due to the nature and format of the course materials.

Cheating and Plagiarism:

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage. Cheating includes permitting another person to use one's work as their own. Plagiarism is the presentation of another person's work or ideas as if they were one's own. Plagiarism is both dishonest and a rejection of the principles of scholarship. Information about how to avoid plagiarism by proper documentation of sources is available in the Library, the Writing Centre and is published in the University Calendar.

Penalties for Cheating and Plagiarism:

A grade of '0' for an examination, quiz or assignment or 'F' for the course may be assigned if cheating or plagiarism has taken place. First incidents deemed by the instructor to be particularly serious or second or subsequent incidents of cheating and plagiarism will be dealt with under the provisions of the University Policy on Cheating and Plagiarism (See the University Calendar). All students should familiarize themselves with the University Policy on Cheating and Plagiarism as such behaviour can result in suspension from the University.

Incomplete Grades:

Incomplete grades will not be given unless special arrangements have been made with the instructor prior to the date set by University Administration.

Professional Behaviour:

Students must demonstrate a professional attitude and behaviour toward work, fellow students and their instructors. Each student should demonstrate reliability, respect for and co-operation with colleagues. A willingness to work calmly and courteously under difficult conditions as well as a determination to achieve first-class work while meeting deadlines is necessary in the Business Faculty. Students should have respect for equipment and systems. Students should display a constructive response to criticism.

Copyright Policy:

Students are expected to familiarize themselves with and abide by the University's Copyright Policy. The University's Copyright Policy is published in the University Calendar.

PROGRAM POLICIES – Capilano School of Business

In addition to the Capilano University and Faculty of Business policies, the Capilano School of Business has the following policies governing the management of our classes and curriculum.

Missed Exams and Quizzes:

Missed exams or quizzes will receive a grade of "0" unless PRIOR arrangements (wherever possible) are made with the instructor. Permission to make up an exam will only be given in extraordinary situations such as illness of the student or the death of a close family member. A doctor's certificate, or other proof supporting the reason for the absence, may be required.

English Usage: All assignments are marked for correct English usage, proofreading and formatting.

Grading Profile:

A+	90-100%	B+	77-79	C+	67-69	D	50-59
A	85-89	B	73-76	C	63-66	F	Below 50%
A-	80-84	B-	70-72	C-	60-62		

COURSE LEVEL POLICIES:

In addition to Capilano University, Faculty of Business, and the Capilano School of Business policies, the following policies govern the management of this class and its curriculum.

Assignments: Homework assignments are due at the **start of class** on the due date unless otherwise advised by your instructor. Late assignments will only be accepted if prior approval for a late submission date has been given by the instructor.

Programmable Tools: Please note the use of programmable items such as calculators, dictionaries etc. is forbidden during tests, quizzes, and exams. Cell phones are not to be brought to any test, quiz, or exam.